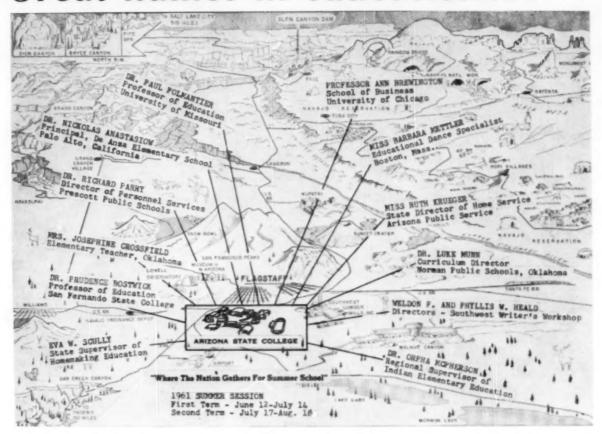


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March, 1961

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Front Cover

We thought it appropriate, for purposes of our cover this month, to pose Dr. G. Homer Durham, president of Arizona State University at Tempe, against the background of one of the new ASU buildings currently under construction. The reason is that new construction peculiarly symbolizes ASU in this year of grace, so fast is the university growing, so strenuously is it trying to keep physical facilities apace with enrollment. Besides, the half-completed building behind Dr. Durham has a special meaning for the educational profession. It's ASU's new College of Education Building. (Photo by Charles R. Conley.)

Back Cover

This striking juxtaposition of professors and palm trees was photographed on ASU's 75th Founders' Day convocation which opened the university's Diamond Jubilee. (Photo by ASU News Bureau.)

STATEMENT OF POLICY: As the official publication of the Arizona Education Association, the Arizona Teacher is dedicated to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and America. The Editorial Board of the Arizona Teacher encourages reader contributions reserving, however, the right of editing or rejecting. Viewpoints expressed by authors are their own and not necessarily those of the Association.

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Dr. Ralph Hook, left, Director of the Arizona State University Bureau of Business Services, and Dr. Keith Davis, Chairman of the Department of Management and a prominent author-editor of management texts, review the books in the "Great Books for Management" seminar program in progress at the University.

... ideas in depth

Today's business executives are bombarded with ideas in conferences, conventions, and magazine articles. But they too seldom have an opportunity to study management ideas in depth. The "Great Books for Management" seminar program conducted by the Department of Management and Bureau of Business Services of Arizona State University provides that opportunity. Executives enrolled in the year-long program read an assigned book and then meet for dinner and an evening of discussion of the book with members of the College of Business Administration faculty.

"Management in the Industrial World" by Frederick Harbison and Charles A. Myers; "The Uncommon Man," by Crawford H. Greenewalt; "Human Relations in Business" by ASU Professor Keith Davis; "The Affluent Society" by J. K. Galbraith, and five other classics in the field will be discussed during the year 1961.

This is another example of Arizona State University's partnership with Arizona's business and industrial community.

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Editorially Speaking

Good Food and Good Will

By Dix W. Price

The picture at the bottom of this page represents a kind of summingup. It was taken at a small luncheon in Phoenix a few weeks ago at which representatives of several important lay organizations met and heard Dr. Corma Mowrey, NEA's associate director for lay relations. Dr. Mowrey had come out from Washington to be the key speaker at the two latest Education Community staged under NEA-AEA-local association auspices. Then, before she flew on to San Francisco for another engamement, we set up the luncheon for her and the lay groups. It gave Dr. Mowrey an opportunity to communicate to influential citizens the essential goals of our professional associations. And it provided a pleasant footnote to two seasons of Community Education Dinners.

We started them, as you'll recall, in the fall of 1959, with the Holbrook-Winslow and Flagstaff dinners, at which Dr. Glenn Snow, assistant executive secretary of NEA in charge of lay relations, was the

speaker. After that came the Phoenix and Tucson dinners, with Dr. Karl Berns, NEA's field services director, as speaker. The third set of dinners in that 1959-60 season was at Prescott and Bisbee, and Dr. W. W. Eshelman, then president of NEA, came out to address the groups.

This season's first pair of dinners was last November at Yuma and Safford, and Dr. Clarice, Kline, currently president of NEA, was the speaker. Then, in February of this year, dinners were given at Miami for the Globe-Miami-Ray-Hayden-Superior area and at Casa Grande for the central Pinal County area, and it was these dinners that brought Dr. Mowrey out to Arizona.

Parenthetically it might be noted that out of four speakers, we have had three presidents or former presidents of NEA. (Dr. Mowrey headed that organization before she became associate director for lay relations.)

The dinners, as most of our members know, are essentially a public relations project, by which — as a

profession — we say "Many thanks!" to the citizens of the communities involved for their support of public education.

Are they effective? We believe so. We've carefully reviewed the experience of two seasons of Community Education Dinners, and we are convinced that they have helped us build some strong bridges between education and the public.

Others apparently feel the same way. One of our NEA speakers, after returning to Washington, wrote to us that the dinners were "a fine step forward in developing good public sentiment for schools." And a superintendent in one of the communities where such a dinner was held said that it was "the best investment in public relations activity" in that community in many years.

In January of last year, after the Community Education Dinner held in that city, the *Tucson Daily Citizen* came out with an editorial acclaiming this "new pattern of community

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Shown left to right at the Lunchoon for Dr. Corma Mowrey and Arizona lay leaders: Arvid Gandrud, executive secretary of the Arizona School Board Association; J. B. Sutton, president of the Arizona League for Public Schools; James T. Mayne, president of the Arizona School Board Association; Dr. Roy Deyle, vice-president of AEA; Martin Tate, president-elect of the National Elementary Principals' Association; Ted Baylor, assistant superintendent of the Cartwright School District in Phoenix, representing Loren Vaughn, superintendent of Phoenix Elementary District No. 1; Don Golden, personnel manager for the Phoenix Union High School and Phoenix College system; Dix W. Price, AEA executive secretary and general counsel; Ralph Dixon, treasurer of AEA; Charles L. Vawter, commander of the American Legion's Luke Greenway Post in Phoenix; Dr. Mowrey; Mrs. Verne Littlefield, president of the Arizona Congress of Parents and Teachers, and Mrs. Frank Starks, membership chairman of ACPT.





Too impatient to wait until he got home with his treasure, a Cochise county lad pauses to sample some of its contents.

Old or young-Johnny likes to read

Books for the

Grassroots

By Joseph Stocker

The odds are fairly good that, even as you're reading this, two panel trucks, box-like and ungainly-looking, are picking their way over lonely wilderness roads somewhere in Arizona. One may be far up in the northern part of the state, beating slowly across the great emptiness of the Navajo Indian reservation. The other, perhaps, is down by the Mexican border, pursuing a dimly-seen track through open desert, dipping now into one desert wash, now into another.

The two trucks bear on their sides the inscription, "State of Arizona, Library & Archives, Library Extension Service." They're called "bookmobiles," and they are both the symbols and major implements of a highly successful venture in federal-state cooperation. It's a program, put into motion just five years ago, for supplying library service to the rural areas of the state — books for people who have precious few of them.

Up at Peach Springs, on U. S. 66 east of Kingman, a teen-age Indian girl, married, with a small child in her arms, timidly boards the bookmobile and checks out How to Get a High School Education at Home.

At a crossroads store in Cochise County a rancher's wife borrows a book on child care and several novels to while away the lonely hours, and her two small youngsters joyously gather up armloads of children's books.

A cowboy in Apache County hungrily seizes upon a book about nuclear energy, and a young mechanic at Rock Springs takes away a book of poems.

The bookmobiles are only part of the story. In one small community after another, libraries have sprung up where none existed before. And where small libraries did exist but were starved for want of new books, these have been forthcoming from the Library Extension Service. And the small libraries are now

stronger, and the craving of the people around them for good reading is now being satisfied.

All in all, from 30 libraries in the rural areas, the number has grown to 141. There's a library in the post office at Short Creek, In some communities the libraries are located in stores. In others, a little larger, there are community buildings or county buildings in which the libraries hold forth. At Page, the Glen Canyon Dam town, there was nothing to start with except the book-hungry wife of a dam worker living in a trailer. She wrote to the Library Extension Service in behalf of herself and her neighbors. The Extension Service sent them a "basic collection" — dictionary,

Clients of the bookmobile chat about books with Catherine Chadwick (second from left), former state extension librarian, and Ben Vance (right), then driver of the bookmobile.



encyclopedia, almanac, general science, children's books — about 150 volumes in all. A month later they wrote and asked if they could have 500 more. For a while a trailer served as the local library, until soon it was too small, and now Page has its own library in a building.

At Sierra Vista the library is in the same building as the jail. A lady librarian from the Extension Service in Phoenix was working there one day when she looked up, startled, to see a prisoner casually swing open the door of his cell and step out. He walked over to the library, chose a couple of books, returned to his cell, closed the door behind him and sat down to read.

The books-for-the-grassroots program got under way in 1956 when Congress passed the Library Services Act, designed expressly for the rural areas of the country. Communities with a population under 10,000, as of the 1950 census, were eligible, which, for Arizona, meant all communities except Phoenix, Tucson and Mesa. Funds were to be made available on a matching basis.

A bill was introduced in the Arizona legislature to appropriate the matching money (\$31,000 to Uncle Sam's \$40,000). It passed both houses without a single nay, although there was one abstention — a legislator who explained to Alice B. Good, the director of the State Department of Library and Archives: "Mrs. Good, I didn't vote for the bill because I'm opposed to federal aid. But I didn't vote against it!"

And the Library Extension Service was in business, with two bookmobiles, two station wagons and a rented cottage on West Washington, near the Capitol, to store the books and run the operation.

One Went North - One Went South

"We sent one bookmobile north and one south," remembers Mrs. Good, "and some of us went along at first to boost trade. We'd notify a community in advance that we were coming, and there'd be a notice put up the post office.

"I was standing beside our bookmobile at Bowie, like a carnival barker. 'Don't you want to come in and look at our books?' I'd say to everyone passing by. One woman stopped and asked, 'What's going on?' 'New bookmobile service,' I said. 'Provided by the state of Arizona. Your federal government and State Legislature voted the money for it.' She went inside the

A teen-age reader browses in the sun on the back step of the bookmobile.





Bogged down in the sand of a desert wash - all in the week's work for the bookmobile.

bookmobile, and then pretty soon she came out with a book. 'What do I pay for it?' she asked. 'Nothing,' I said. 'It's from the state of Arizona.' 'My God!' she said. 'Something free!' "

All over this big, wide-open State went the bookmobiles — wherever there were a few people to be served and a road, or at least a trail, by which to reach them. In mid-winter, in the northern regions, a bookmobile driver would get snowed in at some small mountain town. In mid-summer he'd get stuck in the sand of a desert arroyo. If a grade couldn't be pulled in forward gear, the driver would turn his bookmobile around and back it up the hill. Some mountain roads had turns so tight that the drivers wished their bookmobiles had been built with hinges. "And there are some places around this State," says one of the field consultants, "where you think you're going into orbit."

Taking books to people who haven't any, or very many, is a little different from delivering milk, say, or baked goods. There is, as the bookmobile driverlibrarians have found, a certain satisfaction in it.

At Cibicue, on the Fort Apache Indian Reservation, the Apaches drift quietly in from the brush, appearing as from nowhere, and take armloads of books "on approval." They sit right there on the ground, gravely examining the books, deciding which ones they want to keep. Then they check them out and, as quietly as they came, vanish back into the brush.

A Mexican-American girl comes to the bookmobile to ask if she might keep a book a little longer. "Aren't you through with it?" the driver says.

"Yes," answers the girl. "But I've been teaching my grandmother to read, and now she's reading the book."

Bookmobile books get far more mileage than ordinary library books. One person checks out a book, but by the time the bookmobile comes back a month later, a half-dozen or a dozen people have read it.

Reading tastes out at the forks of the creek might surprise you. Serious non-fiction is as much in demand as fiction. Indians go for dictionaries to help them with English, and also for books about Indians. From Short Creek, the famous polygamy settlement, came a request recently for "clean love stories."

Short Creek had to be approached carefully at the beginning. That was soon after the big raid, and folks were gun-shy. At the first sight of an approaching vehicle, the men would slip out of town and across the creek into Utah.

"On my first trip to Short Creek," said Field Con-

Turn to Page 28

Should Teachers Take a Stand?

By Leonard B. Hinds

In a free nation the responsibility for cultivating human potential is the primary task of the teacher. A free society nurtures the individual because it believes in the dignity of the individual and also because he may contribute to the co-operative effort in building our country strong. Are we as teachers doing a good job in cultivating our students' fullest potential? "Why do so many individuals in our society retreat into isolation and apathy?" asks James Hemming in "The Teaching of Social Studies in Secondary Schools." Is it because they do not understand what is happening around them? Have they been taught to search for understanding? Have we succeeded in teaching the young people to apprehend the relationships binding them to their community, state and nation? A large number of young people go through school and later through life indifferent, isolated, unaware and live out their lives without a sense of purpose, understanding or direction.

The teacher must accept a great share of the responsibility for this condition. The teacher should guide and develop the student to draw conclusions based on the process of critical thinking. We as teachers must first understand and appreciate the fundamental ideals of democracy and the part that education plays in extending and developing these ideals. While the school may not be the primary instrument for social change, it certainly must meet the task of developing Americans who want to and will think and act for themselves.

Facts About Something

The importance of the teacher setting examples cannot be over-emphasized. The classroom should have a climate that is conducive to and fosters free and full discussion. Such discussion should include presentation of divergent views on a given subject. The teacher's own judgment should form a part of the material available to the student. If his judgment is clearly stated, his students are better able to appraise it and differ from it on the basis of other materials and views placed at their disposal. Our task as teachers is not only to teach students how to think, but also what is worth thinking about. Some teachers and laymen say, "Teach the facts, let the values go." But facts were not born "free and equal." Furthermore, you cannot avoid being selective. Inevitably, certain facts you will take and others you will leave, and furtheymore, they must be facts about some-What will that something be? Unless students assign values to facts, they will learn nothing.

If the teacher attempts to conceal his bias by a claim to "objectivity," the students suffer. Goethe observed that one cannot be impartial but one can be sincere. Teachers should present, within the limits of good taste and sound scholarship, facts available on any subject within the area and to express their personal opinions, so long as the instruction en-

courages students to reach their own conclusions. Implicit in this thesis, that a teacher has a responsibility to take a stand on issues, is his consideration of the student's viewpoint, especially when his point of view differs from that of the teacher and other members of the class. However, it is incumbent upon the teacher says Earl S. Johnson in "Theory and Practice of the Social Studies," "to help the student think through ideas and beliefs which need to be re-examined, not only because they can be refuted by more reliable knowledge and deeper insights, but because they are no longer appropriate to their world and time." The teacher should help students obtain an adequate variety of materials representing all sides of a question, and should cal! attention to the case for unpopular causes to assure a wellbalanced consideration of the issue.

Further setting an example, the teacher should participate in community activities. This is especially true of the social studies teacher. Because of his knowledge and competence, he has a responsibility to the whole community to provide information and leadership in public affairs. The teacher should not hesitate to give his honest and informed opinion regarding public issues when he feels sincerely that his statement will help advance social needs.

Free Discussion

Given a classroom climate of full and free discussion and examination of all materials available, should a teacher respond to questions of the following nature? Do you think we ought to have a State minimum wage law? What is your opinion of the Supreme Court's decision on racial integration in the schools? Do you think the government should provide more facilities for the mentally ill? What is your opinion of an Arizona public accommodations anti-discrimination law? Students will not make up their minds on these and other issues if the teacher avoids making decisions. It is important that the teacher encourage students to make value judgments rather than to remain in a state of indecision. This is possible only if the teacher is willing to present his own point of view supported, of course, by facts and sound reasoning.

And what of values? In our democratic society the teaching of values is indispensable. In "Fact and Value in the Social Sciences," educator Frank S. Knight eloquently stated that "values are the bench marks of democracy. They are tolerance, humility, personal dignity, reasonable persuasion, well-being, and peace. The methods of science - both natural and social constitute the bench marks for thought and inquiry. Its attributes are integrity, competence, and humility; its opposite is fraud." Not to teach these "bench marks" to our young people would be tantamount to a denial of the progress of human thought and development. A teacher without them is a "hired hand" or a phonograph.

Neither the school nor the teacher should undertake to play the role of political partisan. The teacher should not use the classroom captive audience to indoctrinate partisan politics or selfish propaganda. The propagandist looks only in one direction for truth, and is sure he has found it and then proceeds to dictate it to his students. The teacher, on the contrary, looks in every direction for knowledge and invites his class to join in co-operative study to

discover truth.

Teachers Must Set Pace

The primary task of the teacher is both to nurture and free the creative potential of the student as well as to make him aware of his role in a democratic society. As part of this task to help the student take his place as a vital citizen in a democracy, the teacher should teach, evaluate and interpret the culture critically. American democracy is still a goal, a hope, an inspiration. student's opinion and the teacher's judgment are not dogmas but conclusions based on the best available knowledge and evidence. These conclusions, therefore, are not immutable but subject to revision or modification as the result of further study and dynamic processes.

We must not be afraid to "take a stand" because we as teachers must set the pace. We must raise the level of human ideals and the level of human achievement. We must be

"truth seekers."

Characteristics of a Superior Teacher

Editor's Note: Two years ago, at the suggestion of Dr. Marion Donaldson, superintendent, an Advisory Council was created in Amphitheater School District, north of Tucson. It includes the superintendent, assistant superintendent, principal and two teachers elected from each school. Its function is to discuss problems relating to the growth of the district, to suggest ways of improving the schools and to help form policies which will raise teaching standards. One of the Council's undertakings was to compile the characteristics of a superior teacher. Suggestions were invited from all teachers in the district, and a special committee, consisting of one teacher from each of Amphitheater's six schools, compiled the list which finally was adopted by the Advisory Council. (The members of the committee were Leona Bryan, Elizabeth Jellison, Veda VanSant, Alyce Feltman, Lorena Fancher and Richard Powell.) Believing that the characteristics of a superior teacher as adopted at Amphitheater might be of interest and value to other teachers, we are presenting them herewith.

- I. Professional Characteristics of a Superior Teacher
 - A. Has complete certification requirements
 - B. Spends time in reading, travel and continued study to keep abreast of the changes as they affect his professional and liberal growth
 - Participates in professional organizations.
 - D. Shows professional loyalty by
 - Being proud to be a teacher
 - Respecting associates and recognizing their worth
 - Evaluating self and welcoming professional evaluation of teaching performance
 - Refraining from engaging in disparaging remarks about associates or school
 - Doing whatever possible to make the profession universally respected
- II. Personal Characteristics of a Superior Teacher
 - A. Shows emotional maturity through
 - 1. Self control
 - 2. Sense of humor

- 3. Sincerity
- Objectivity
 Shows awareness of appearance by being
 - 1. Neat
 - 2. Clean
 - 3. Appropriately dressed
- C. Has enduring patience and kindliness
- D. Is willing to accept responsibility for own actions
- E. Is always willing to try, use or discard new techniques
- F. Is tactful
- G. Does critical thinking and evluation.
- H. Shows enthusiasm
- Is not discouraged by defeats or failures, but sees each day as a new chance
- J. Likes children
- K. Passes along compliments
- L. Has ability to make adjustments to fit any occasion
- III. The Superior Teacher and the Child
 - A. Is an excellent organizer of time and materials for most effective results
 - B. Has discipline which provides for effective teaching and results in good citizenship
 - C. Instills intellectual curiosity and the desire for learning
 - D. Has wide knowledge of subject matter
 - E. Provides for individual differences
 - F. Keeps accurate and up-todate records
- IV. The Superior Teacher, Parent and Community
 - A. Makes use of community resources
 - B. Makes an effort to know parents
 - C. Knows what is going on in the community and exercises the voting franchise with intelligence
 - D. Has a sense of loyalty to parent, school, community and country

New standards emphasize expanding role

The Library — An Integral Part of the School

By Marguerite Pasquale

With the ever-increasing demand upon the individual in our society, the demands upon public education have become greater and greater. The past few years have seen a close scrutiny of objectives and curricular practices in education in order to meet those demands. This has resulted in a renewed consideration of the school library.

Among the many changes in curricular practices brought about by the general increase in knowledge has been a departure from the use of one textbook to that of using many printed sources of material as well as non-printed sources, such as films, filmstrips and other audio-visual aids. This change in methodology has necessitated the selection, processing, organizing and circulating of curricular materials. More often than not the school library has been brought into the picture to render this service. Too, other curricular practices such as the experimentation in team teaching, with 40 per cent of the student's week to be spent in individual study, make imperative the acquisition of library and study skills by the student if he is to use his time effectively.

Teaching and Service Agency

Therefore, not only has the school library become a service agency but it has also assumed the task of teaching students to use sources of materials available to them. With the quantity of learning materials increasing daily in the classrooms and school library, and with information available through other mass media such as radio, television and newspapers, it is essential that students become proficient at evaluating critically these sources of information in order to arrive at sound, intelligent decisions. These are decisions which they will need to make first as students and later as mature adults assuming their rightful place in society.

Development of Library Standards

Recognizing the important role that the library could assume in the school, a committee of the Central Association of Colleges and Secondary Schools, under the chairmanship of C. C. Certain, prepared a set of standards some 40 years ago to be used as a guide in establishing and maintaining school libraries. These standards, with some minor changes, were adopted in 1920 by the National Education Association and the American Library Association.

The Certain Standards, as they are often called, were largely quantitative, dealing with numbers of books, quarters, personnel and budget for school libraries. They nevertheless gave impetus to the school library movement and served as a guide for 25 years. They were su-

perceded in 1945 by the standards published under the auspices of the American Library Association and entitled School Libraries for Today and Tomorrow.

Assisting the development of school libraries, especially on the secondary level, have been the regional accrediting agencies. Notable has been the Evaluative Criteria of the Co-operative Study of Secondary School Standards, first appearing in 1938 and later revised in 1950 and 1959. To any librarian undergoing North Central evaluation, section F of the Evaluative Criteria becomes very familiar. (How well I remember it! Last year at this time Rincon High had just been evaluated.) It is interesting to note that as new standards were developed, an attempt was made to go beyond mere quantitative measurements. The criteria of the accrediting agencies ask, in addition to the number of books in the library, the recency of publication dates.

New 1960 Standards

The emergence over the years of the school library from its once "ivy tower" position to a dynamic role of service and instruction is reflected in the new 1960 publication, Standards for School Library Programs, developed by the American Association of School Librarians for the American Library Association in cooperation with 20 other professional and lay organizations. Because the expanding role of the library is evidenced so well in its statement of general principles in the new standards, it would be well to list those principles here:

- The school library program reflects the philosophy of the school and enriches all parts of its educational program.
- 2. For the individual student, the library program offers valuable experiences and instruction that start with kindergarten and, expanding in breadth and depth, continue through the secondary school. This continuity of the library program provides for the student a cumulative growth in library skills and in the development of reading, listening, and viewing abilities and tastes.
- 3. The true concept of a school

library program means instruction, service, and activity throughout the school rather than merely within the four walls of the library quarters. All phases of the school program are enriched by means of library materials and services. The degree to which teachers and pupils can and do depend on the services, materials, and staff of the library measures the extent to which the library program is successful.

- Every boy and girl within the school is reached by the library program according to his individual needs.
- 5. Through varied types of materials, the collections of the library provide for the many kinds of interests that its users have, for the different levels of maturity and ability of the student population, and for the wide range of demands evoked by the curriculum and the services of the modern school.
- 6. The library is a laboratory for research and study where students learn to work alone and in groups under the guidance of librarians and teachers. Thus it contributes to the growth and development of youth in independent thinking, in abilities to study effectively, and in desirable attitudes toward reading, toward other media of communication, and toward all learning and research.
- The library program forms one facet of an over-all guidance program in the school by making important contributions through its teaching, materials, and services to the personal, social, and vocational guidance of students.
- School library experiences serve as steppingstones to the use of other library resources in the community and to the formation of a lifetime habit of library usage, as well as pride in the ownership of books.

Although it would be difficult to report within the confines of this article all the pertinent data contained in the 132 pages of the newlypublished standards, a few highlights may be given in addition to the principles stated above.

Concepts and Objective

Several concepts in the new standards basic to the total discussion of library standards and indicated as important to all citizens are:

"... that our schools have the resources needed for teaching and learning:

... that all schools have functional programs of library service;

. . . that we work toward excellence in providing school libraries for the youth of our country."

The objectives and scope of the



Marguerite Pasquale

library program, the standards explain, are largely defined by those of the school, since the library is an integral part of the school and must operate within the framework of the school, its objectives, philosophy and curricular practices.

In furthering the library program, the librarian assumes joint responsibility with teachers and parents for the pupil's growth in reading ability and interest, for teaching students to become intelligent users of audiovisual materials, for assisting in reference and research projects, for giving instruction in the use of the library and its resources, for rendering personal and social guidance, for selecting and instructing student assistants.

Support Needed

The 1960 standards emphasize that the support of school boards and school administrators from the state down to the local level is needed to bring about the successful development of school libraries. Explicit, too, are recommendations for supervisory staff, e.g., "In systems having five to seven or more schools with enrollments of 200 or more students, it is advantageous for the schools to have the services and facilities of school library supervision."

Size of Library Staff

The new standards in stipulating the size of the library staff point out that with the tremendous amount of printed and audio-visual materials produced today, the proper evaluation and selection of these materials becomes a time-consuming task and one that involves highly-skilled competencies. In recommending quantitative standards for library personnel, some flexibility is allowed depending upon whether the librarian is also responsible for audio-visual materials and whether centralized processing is available. In general, the size of the library staff recommended in elementary, junior high, and senior high schools is:

Librarians:

- a) for the first 900 students or fraction thereof, one librarian for each 300 students or major fraction thereof...
- b) for each additional 400 students or major fraction thereof, one librarian, if the head librarian has no administrative responsibility for audiovisual materials.

Clerks:

One clerk for each 600 students or major fraction thereof if the head librarian has no administrative responsibility for audiovisual materials.

Annual Expenditures

In general, recommendations in the new standards for annual expenditures for materials in the school library collections are as follows:

- 1) Funds for books:
 - a) in schools having 200-249 students . . . at least \$1,000 to \$1,500
 - b) in schools having 250 or more students . . . at least \$4.00 to \$6.00 per student
- Additional funds, as required, for: encyclopedias, unabridged dictionaries, magazines, news-

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Understanding Fractions

A discussion of concepts to be developed in the primary grades

By June Stoltz

There are certain basic concepts in fractions that should be developed in the primary grades so that children will have a better understanding of fractions and their relationship to each other. The children that do understand these basic concepts will find arithmetic more meaningful and easier to comprehend in subsequent grades.

To develop this understanding we start with a hundreds board in our second grade. It is a plyboard square 30 x 30 inches on which are placed 100 cup hooks. On each cup hook is hung a three-inch tagboard circle . . . not numbered. We start the year by reviewing ones to one hundred. Next we count by tens to one hundred always referring to the hundreds board while counting orally so that children can visualize the amount. The children are then

led to see that one row of ten ones means one ten. Two rows of ten ones means twenty, etc., until concept of 10 tens in one hundred is understood. From oral recitation we review the written symbol of 1 to 100 by ones and 10 to 100 by tens, relating the written symbol to the visual one on the hundreds board.

For the quick learners a thought question,

"If there are 10 tens in 100 without counting from the hundreds board, who can tell me how many fives are in one hundred?"

A few children may quickly see the relationship as Paul did in our second grade.

Paul: "There must be 20 because there are two fives in ten and two tens are 20."

We prove Paul's reasoning by counting by fives to one hundred on

the hundreds board and checking to see how many fives were counted. From oral counting of fives, the written symbol is introduced and reviewed. We also learn that one five means five, 2 fives mean ten, 3 fives mean fifteen, etc.

The next step is further division of the whole into parts. We learn that one half means one of two equal parts by having the children each draw a circle and asking them,

"Show me how you would divide this circle between two children so that each gets the same amount?"

This way each child has to think for himself how to divide the circle. We relate this concept to many other things; apples, candy, pencils, books, one half of two children, one half of four children, one half of the children in the room. We also go back to the hundreds board and discover what one half of one hundred is. From oral discussion we write the written symbol of 1/2 and conclude that 1/2 means one of two even or equal parts. We also learn that two halves means the same as the whole thing and is written 2/2 or two of two even parts.

Next Step

The next step is to divide an object into four even parts and learn what one fourth means in relationship to its whole. One fourth is one of four even parts. Two fourths is related to one half. Three fourths is three of four even parts. There will be one fourth left. This concept of the real meaning of one fourth must be taught in its entirety. One cannot develop a meaningful concept of 1/4 unless 3/4 is understood. One cannot divide a whole into parts without relating the parts to the whole. This concept has not been fully developed in any of the second grade workbooks in arithmetic that I have seen as yet, but still it is a basic concept that must be understood if fractions are to be meaningful.

From there we relate the meaning of 1/4 to 100 by going back to the hundreds board and asking, "What does one fourth mean? How can we divide 100 into fourths? How much is one fourth of 100? If one fourth of 100 is 25, who can tell me what three fourths of 100 is?"

In our room one child said, "I

know that two fourths is the same as one half. One half of one hundred if fifty so I add another twentyfive and get seventy-five."

Another child said, "I added 3 twenty-fives. Five and five are ten and one more five is fifteen. In the ten's column I have 6 tens, I add the one ten from the fifteen and get 7 tens and 5 ones which is 75."

Review

We review this many times and in many different ways. "How much is one fourth of one hundred, 1/2 of 100, 2/4 of 100, 3/4 of 100, 4/4 of 100? How many tens, fives, twenty-fives and fifties in 100."

We also learn that "quarter" comes from the Latin word "quarto" meaning "1/4." From this comes the relationship of the meaning of our word quarter to one fourth.

From the hundred board we go next to the study of money. "Why do we need money? Do all people use the same kind of money? What can a dollar buy? . . . a nickel? Why do we have silver and paper money?" We relate the parts of the dollar to the hundreds board. One fourth of a dollar is called a quarter. "What does quarter mean? How much is one half a dollar? How many pennies in a dime?" We see the money, learn to recognize it and compare it to the hundreds board as one ten to one dime, one-half hundred to onehalf dollar, one-fourth hundred to a quarter of a dollar.

We learn to total our lunch money each week. Lunches cost twenty-five cents a day. Most children bring \$1.25 on Monday for the week. We count our money orally first. We check it by writing on the black-board the amount each child brings. It is easy to add because the children know how to group 25 cents into four to total a dollar.

The Clock

Next, we learn about the clock. Starting with the whole first we learn that one hour is 60 minutes. After we learn the whole we learn the parts, one-half and one-quarter of an hour. We compare the whole hour to the whole dollar and the hundreds board and do the same with the parts so that the children understand that one-quarter of an hour is not the same number as a quarter of a dollar. We relate the past to the present by learning a

little about the fascinating history of telling time. The children acquire knowledge about how people long ago and in other countries told time.

We also relate past to the present when we learn certain measurements like the foot and year. Why is a 12-inch ruler called a foot? We explain that people used to use their feet to mark certain distances. The children dramatize by measuring a certain distance in the room . . . a large boy and a small girl are chosen to illustrate why the need for a standard measure was necessary. We compare the foot ruler to the yard stick and learn that there are three feet in a yard and 12 inches in a foot.

A thought question may be given,

"If there are twelve inches in one foot, who can show me how you find out how many inches will be in a yard?"

Another question may be,

"How many inches are in onehalf a foot?"

Still another thought question can be asked about fractions,

"If one-half the ruler is 6 inches, how many inches are in one-fourth of the ruler?"

These are some answers we received in our room.

Paul: "It's 3 because I know that one-fourth is one-half of onehalf, and one-half of 6 is 3."

Patty: "It can't be 4 because there are 3 fours in 12 and that's not right. There must be 4 fours when I divide into fourths so the answer must be 3. Yes! That's right, because there are 4 threes in 12!"

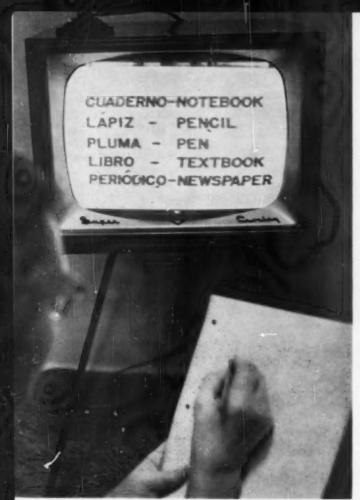
It seems to me that if a second grader can really understand the meaning of one-half and one-fourth and how these fractions are related to their whole and to other wholes, numbers will be more meaningful. When we present the quart and onehalf gallon as measurements if the child fully understands what quarter and one-half means, he will readily see the relationship of these to the gallon. He will not need the concrete experience of pouring water back and forth from one container to another and perhaps all over the floor to achieve an understanding that is meaningful!

We like to do many thought problems so that the children can put fractions to use. These are dictated problems and the children work

them in their heads and write the answers. Some typical examples are:

- How many books can Neal buy for a dollar if one book costs one-half a dollar?
- Mrs. Black had 8 cookies. She divided them equally between her two children. How many cookies did each child get?
- If a dollar was divided equally between four children, how much money would each child receive?
- 4. If a lb. of sugar costs 50 cents, what would one-half lb. cost?
- 5. Candy bars are a nickel apiece. How many can Neal buy for a quarter?
- Jack went to visit John who lived 8 blocks away. When Jack had walked 1/4 of the way he stopped to rest. How many blocks did he have left to walk?
- 7. Janice earned 7 cents washing dishes. Vickie earned 3 cents less than Janice. How much did Vickie earn?
- Jack's coat cost 3 dollars. His shoes cost 4 dollars more than his coat. How much did his shoes cost?
- Susan is 7 years old. Rosemary is 5. How much older is Susan than Rosemary?
- 10. How many dimes will Terry have to pay for a game that costs 50 cents?
- 11. When it is a quarter after an hour on what hand will the minute hand be?
- 12. When it is a quarter to an hour on what hand will the minute hand be?
- 13. Debbie needs a box of paints that costs 10 cents. She has a nickel. How many more cents does she need?
- 14. Melonie's pets are 2 kittens, 1 puppy and 5 goldfish. How many pets has Melonie in all?

Numbers should be meaningful and children should be led to think for themselves. Some children learn concepts quickly, others take longer. Repetition with many dictated thought problems helps children to develop concepts and see relationships. What's more, it enables a child to think for himself, and that, in my opinion, should be one of our basic aims in education!



ASU's latest major venture is into educational television. The university's own station — KAET (Channel 8) — went on the air recently with special TV courses, such as this one in Spanish, plus diversified cultural and informational programming.

A reporter from a Newark, N. J., newspaper stepped down from an incoming airliner at Sky Harbor Airport in Phoenix one autumn day in 1958.

"Will you tell me," he demanded a little irritably of just about the first person whose ear he could get, "what the heck Proposition 200 is all about? I came out here to do a story on your Senator Barry Goldwater, and I thought I'd get started early by interviewing some of the Arizona people on the plane. Only they didn't want to talk about Goldwater. All they wanted to talk about was Proposition 200."

What the New Jersey newspaperman had inadvertently wandered into was one of the most unusual undertakings in the history of American higher education. It was a campaign by students, faculty, alumni and miscellaneous partisans of Arizona State College at Tempe to change its name to Arizona State University — by vote of the people. Proposition 200 was how the question was to appear on the ballot.

Soon after the arrival of the perplexed reporter from New Jersey, the voters of Arizona overwhelmingly approved Proposition 200. It set off a campus celebration

ASU— A University

By Joseph Stocker

at Tempe that contained about equal parts of VE-Day, the end of Prohibition and Lindbergh's ticker-tape parade up Broadway.

Conceivably anything that took place after that auspicious event would be anticlimax. But Arizona State University just won't stand still long enough for anticlimaxes. It's growing too fast. Too many things happening. Too many things to do.

Consider this before-and-after set of contrasts – very probably the most spectacular before-and-after story of any university anywhere in the land:

In 1944 – just 17 years ago – there were 567 students enrolled at ASU. It was then known as Arizona State Teachers College, and it consisted of a few undistinguished-looking buildings lost amongst the trees of a quiet town known as Tempe. A hundred-odd miles south of there, at Tucson, the University of Arizona had an enrollment of 1,860 and was considered a comer among Western schools. ASTC really wasn't considered much of anything.

Today ASU, as it is now generally referred to, is a spectacularly proliferating university having an enrollment of more than 12,000 students, only a couple of

The Sedona Art Center — a kind of outdoor painting school attracting dozens of artists, would-be and otherwise — has become a regular feature of ASU's summer session. Here some of the students are trying out their skills on Jerome, the famous mining ghost town on the side of Mingus Mountain, a short distance north of Sedona. This summer's Art Center is scheduled July 17 to 19.



In The March

This is the second in a series of articles on Arizona's state universities and college. The next—on Arizona State College at Flagstaff—will appear in our May issue.

thousand less than that of the U. of A. Where 17 years ago it graduated teachers and teachers only, it now has five colleges (Liberal Arts, Applied Arts and Sciences, Business Administration, Education and Graduate) and three professional schools (Architecture, Engineering and Nursing). It is authorized to grant six undergraduate and nine graduate degrees. It has a \$22 million physical plant with 63 buildings spread over a campus of 300 acres.

What made ASU grow like sixty is, of course, the great population explosion of central Arizona. Wherever large masses of people foregather, sooner or later there comes a demand for a university — to afford schooling for the youth, to facilitate industrialization, to provide cultural stimulus. In central Arizona this suddenly-materializing need is being met in considerable part by Arizona State University.

But rarely has a major university had such unpro-

pitious beginnings.

It was in 1886 that ASU came into being, creating absolutely no stir in U. S. academic circles. A bill passed by the 13th Territorial Legislature had author-

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President Durham On Education

"In the days ahead, there will be no greater challenge to any university in this country than to move forward in the field of providing well-trained teachers — to transmit the culture of freedom, and to help future generations anticipate the future into which they are moving. Education has become the biggest element of public finance in American state government. It is one of the country's major enterprises."

"In the future of Arizona State University, I expect the College of Education to maintain and capture leadership in the front ranks. Columbia Teachers College, Harvard Graduate School of Education, George Peabody — move over!"

"Nothing is too sacred for the competent mind to examine in the university in the interest of social well-being."

"Every student who can complete high school with better than average grades — and in some cases average grades — is entitled to the right of an opportunity to get a college education."

"All life is a 'learning experience,' and one learns a great deal from extracurricular activity. But the curricular, let us not forget, is what brings us together."

"I am most concerned that so many students who supposedly have a liberal education have no concept at all about the Orient, about the great civilization of India, or even of Africa. . . . We must find ways and means to bring the cultures of other countries and civilizations into the curriculum."

"I will suggest two great goals to which all of us are committed, no matter what our professional field of study or vocational objective. These goals are (1) to provide leadership for a free society and for the safety and security of republican institutions in the world; and (2) to produce responsible citizens for such a social order, viewed as a community, national and world enterprise." ized its establishment as the Territorial Normal School, to train teachers for this thinly-settled frontier country. There were 33 students in the first class, and the campus was a 20-acre pasture in the vicinity of Tempe, that town having been chosen because of its "clean moral atmosphere." Also, unlike wilder and woolier communities along the frontier, Tempe did not — according to its boosters — have "a corpse for breakfast every morning."

In 1889 the institution underwent its first name change. It became Arizona Normal School.

In 1900 it acquired a president, A. J. Matthews, who was to remain at its helm for the next 30-odd years. When Matthews took over, the school had 131 students and six faculty members.

In 1925 its name was changed again, this time to Tempe State Teachers College of Arizona.

In 1928 the name was changed still another time. It became Arizona State Teachers College.

Change in Role

Dr. Grady Gammage, a young and promising educational administrator who had been presiding over what was then called Northern Arizona Teachers College at Flagstaff, became president at Tempe in 1933. And 12 years later, in 1945, the name was changed again — to Arizona State College. But, more significantly, the role of the school was changed, too. No longer did it need to confine itself to the training of teachers. It was now a general college, awarding degrees not only in education but in the liberal arts and sciences as well.

This was in recognition of the fact that the great postwar population boom of Phoenix and the central Arizona region had begun. People, and especially young people, many of them veterans of the just ended World War II, were pouring into Arizona to put down roots, start new lives — and get an education. The one-time normal school at Tempe was an answer to their needs. But it had to grow to meet those needs. And grow it did, like Bermuda grass in an Arizona summer.

In 1945 the enrollment soared to 1,446, almost three times what it had been two years earlier. And it kept right on soaring after that at a rate of a thousand a year or more.

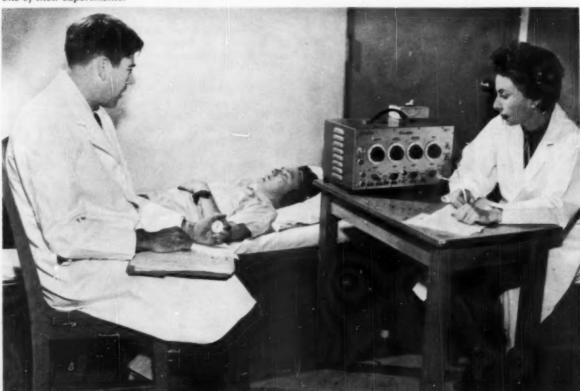
Steadily, too, year after year, the college expanded its offerings until, in 1954, it achieved unofficial university status. This came about by means of a Board of Regents' decision permitting reorganization of the school into four colleges — Liberal Arts, Education, Applied Arts and Sciences and Business Administration.

There remained only the formality of making the school a university in name as well as in fact.

It was easier said that done. Partisans of the University of Arizona at Tucson felt that a state with a population of a little over a million was doing well to support one university, let alone two. A name-change bill introduced in the 1956 legislature passed the House but died in the Senate. Two years later somebody came up with a proposed compromise. Why not call the school "Tempe University?" The answer of the students from Tempe was a demonstration in front of the State Capitol with placards proclaiming, in effect, that they would be satisfied with "Arizona State University" and nothing less.

And so, in the summer of 1958, a strange kind of political enterprise got under way. Thwarted in the legislature, the champions of the institution went di-

One of the interesting research projects going on at ASU is a study to determine how human attitudes are formed. It is being conducted by a husband-and-wife team of scientists, Dr. A. W. Staats (left), professor of psychology, and Dr. Carolyn Staats, assistant professor of sociology and psychology. They are shown conducting one of their experiments.



rectly to the people to win their cherished name. They launched an initiative measure — Proposition 200, as it came to be designated. And the campaign was on.

Quite a campaign it was, too, sparked by the alumni office, with old grads and young, students by the hundreds and community leaders from Phoenix and other central Arizona towns all pitching in. The name-changers were nothing if not zealous. They needed 28,000 signatures to get on the ballot, set a goal of 40,000 and brought in 64,681. Their proposition safely on the ballot, they scattered for votes.

All the devices of a modern political campaign were utilized. An airplane with "200 YES A.S.U." emblazoned on its side barnstormed 60 towns and cities. In the course of just one weekend, 2,500 students canvassed communities throughout the State. A speakers' bureau sent out speakers. Telephone squads kept the wires humming with "200 Yes" pleas. Entertainer Steve Allen, perhaps ASU's best-known alumnus, made filmed spots for television in behalf of 200.

And 200 carried by nearly 2-to-1. A chapter of education history in Arizona was ended and another had begun. The little normal school hidden away in the trees at Tempe had become a full-fledged university both in fact and in name.

Slightly over a year later — on December 22, 1959 — Dr. Gammage died suddenly of a heart attack. He had watched and guided ASU through a transformation such as few institutions of higher learning have ever experienced.

New President

For the next ten months or so ASU operated under the *pro tem* stewardship of Dr. H. D. Richardson, academic vice-president. Then the regents, winnowing through some 80 possibilities, reached up into Utah for a new president for ASU. He was a trim, friendly, good-looking man of 49 (since turned 50) who has been vice-president of the University of Utah at Salt Lake City for seven years. His name: George Homer Durham.

Dr. Durham is more than an administrator. He is a man of scholarly attainments, having taught at three different institutions of higher learning and won many academic honors. His specialty is political science. All of which moved a veteran of the ASU faculty to observe recently (and hopefully): "We're conducting an exciting experiment. In these days when universities are getting hucksters, defeated political candidates and retired military officers as presidents, we're getting a scholar."

One of eight children of a not-very-affluent teacher of music, G. Homer Durham — as he prefers to be known — had to become self-supporting at 12. He put himself through school working days in a department store and playing piano at night in a dance band. At a point in his coming-of-age, he reached a fork in the road. Which direction to take — into business or into education? Business was tempting (he could become finance manager of the department store where he worked), while education offered, in those middepression years, an opportunity to starve with dignity. Dr. Durham and his new wife, Eudora, decided that, risky or not, education was more challenging and potentially more rewarding. Told of the decision, Mrs.

Local Association

ASU has the only local education association among the four-year institutions of higher learning in Arizona. Recently chartered by NEA, the Arizona State University Association for Higher Education, as it's called, is open to faculty members in all the colleges of the university. Dr. James J. Jelinek, assistant dean of the College of Education, is president. Other officers: Bertha Bresina, professor of home economics, vice president; Jean Hopkins, professor of art, secretary, and Dr. Donald J. Tate, professor of business education, treasurer.

Durham's mother, herself the wife of an educator, said to her daughter: "I hope you like the looks of the back of his head." She meant, of course, that he'd be buried in books and papers for the rest of his life.

Manifestly, however, Dr. Durham has used his books and papers, along with his intelligence and personality, to advantage. Since he obtained his Ph.D. in political science at U.C.L.A. in 1939, his course has been steadily upward through the academic world. He was, in turn, instructor and assistant professor of political science at Utah State University, Logan, Utah. From there he went to Swarthmore College in Pennsylvania as an assistant professor. A year later he returned to Utah State as associate professor and moved finally to the University of Utah, where he soon achieved a full professorship and finally became chairman of the department of political science. In time he was chosen for the post of academic vice-president.

Besides political science and education, Dr. Durham likes music, skiing, swimming and mountain-climbing — and has precious little time for any of them. In music his taste is catholic, ranging comfortably from Beethoven to Cole Porter. Once, when the Durhams had guests for dinner, and someone mentioned "Auld Lang Syne," he got up suddenly, went to the piano and played the tune in both major and minor keys, one with the left hand, the other with the right. (He'd learned how as a boy.)

Although he has to sandwich in his outdoor pursuits as and when he can snatch a few moments, he did manage in 1959 to take off long enough to climb California's 14,495-foot Mount Whitney. The climb was made with his son, George, and the latter's Scout troop. When they came down, Dr. Durham, tired of packtrail grub, went into a restaurant for ham and eggs. So nondescript was his appearance, with dirty clothes and a week's growth of beard, that the waitress refused to serve him until she saw his money.

Dr. Durham has brought to his new job not only a widely-acknowledged erudition (recently, in Los Angeles, he gave a talk on universalism that was broadcast over the CBS Pacific network) but also a very noticeable dynamism. One of his associates, with perhaps pardonable hyperbole, said, "I've never seen an atomic reactor, but I understand it shoots energy off in all directions. This man operates more like an atomic reactor than any administrator I've ever worked with, and I've worked with some big ones."

Homer Durham sees Arizona State University in the future developing an "institutional character" quite different from that of the University of Arizona. The latter, he points out, is a land grant institution, with schools — such as law and pharmacy — which ASU has no present need whatever of duplicating and with

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Fortunate the teacher whose first odyssey to Europe is facilitated through a group program sponsored by a national travel organization or university (or both) and under the leadership of a seasoned traveler and educator. The jaunt is no lone-wolf project for a teacher seeking the professional growth which makes for quality teaching and advancement on the salary schedule.

Though travel is not the perilous recreation which Ulysses found it, educational travel — if it would avoid pitfalls — should be mapped by a team of experts who can plan, interpret, and effectively engineer the enterprise. Even one well-managed group travel experience can so widen a teacher's horizons that he may indefinitely distill and transform it into richness of instruction in his classroom.

Teachers generally want professional help in planning educational travel; they don't aspire to be innocents traveling abroad on the purest of larks. Many of them have visited various sections of their own country, they've attended professional meetings and workshops, and they've developed an international awareness. They are eager to take advantage of travel programs designed to make the most of their time and money and to satisfy their intellectual curiosity about foreign lands.

According to *Panorama*, official publication of the World Confederation of Organizations of the Teaching Profession, teachers in the United States are curious to know what it's like to be a teacher in other countries. They are interested in India's Basic Schools, in Bolivia's techniques to overcome illiteracy, in Nigeria's steps to overcome the teacher shortage, in German educators' use of television.

Contemporary Problems

This world-citizen attitude sparks the U. S. teacher's interest in Europe's contrasting governmental systems, contemporary problems, and cultures. Yet he has enough common sense to realize that he can never get first-hand knowledge of any of them on his own limited resources and time; and he fears least his first kaleidoscopic impressions of Europe be overwhelmingly confusing. In a land where the language, climate, politics, and even the color



In-Service Teacher Education via Group Travel

By Eva Adams Cross

of the cattle may change in an hour's flight, supervised travel is reassuring.

The aprehensive traveler requires more than official tips on etiquette abroad along with his passport and a letter from the current resident of the White House, reminding him that the bearer of an American passport represents the United States. He urgently needs the services, benefits, and resources of a national organization which can plan an itinerary to fit his professional wants, provide group benefits of association with other members of his profession, supply the guidance of an experienced director and educator, and furnish adequate orientation.

Of orientation, Edward P. Morgan, news analyst, commented in a Saturday Reviewer symposium on "Larkism or Overseasmanship," that steamship companies romantically suggest that getting there is half the fun. "How much more fun," he added, "the whole outing can be with a little foreknowledge of the terrain, at least a brushing acquaintance with the local culture, and natives' rendezvous with history." The sophisticated traveler will want

to know also something of the politics, the customs, and the religion of the lands he visits. This stamp of sophistication, the teacher's travel sponsor will provide him in an orientation of lectures, reading, and study. He'll pass what Horace Sutton calls a fifth-grade course in geography with flying colors; he'll know what country Karachi is in or Baghdad and the name of the president of India. The European-bound "orientee" will not only know where St. Mark's is and Innsbruck but how to disport himself knowledgeably when he gets there.

Arrangements

Moreover, in getting there, he is spared the irksome details. The group director handles the perplexities of tipping in a foreign coin and tongue, border-crossing formalities, hotel and travel arrangements, and other tedious activities. The group's guardian angel also brings into focus loose fragments of the kaleidoscope—language, politics, and maybe the changing color of the cattle—in interpretations of each area visited; arrangement of program in visits to homes, schools, farms, factories, and

persuasion of on-the-spot authorities to give lectures.

The teacher's initial job and his principal one is to pick the travel program best suited to his requirements. He has a number from which to choose — travel projects to various parts of the U. S., Canada, and Latin America, area, seminar, and cultural trips abroad with study and travel combined and with academic credit available. Colleges and universities in increasing numbers, often in co-sponsorship with a national travel organization, offer educational travel programs, many of which are the traveling seminar type.

Seminars

One university's Department of History conducted two seminars in Europe last summer. As part of their orientation, the participants heard lectures, read widely, and carried on discussions concerning the development of European history from the fall of the Roman Empire to the present. Materials were so organized that each topic related to the localities which the group visited.

Other colleges and universities in cooperation with their state education associations and with the National Education Association have been providing opportunities for teachers to travel and study for a number of years. For the 1961 season, NEA offers travel projects in Europe and elsewhere in area studies, seminars, and general cultural tours. One of the latter, incidentally, is called Your First Tour of Europe.

A forty-day European Science Study Tour was a major international project last year of the National Science Teachers Association. The tour, designed to promote international understanding and cooperation in the field of science teaching, established a three-fold program for each conference stopover; seminars and personal contacts with professional personnel aboard; visits to elementary and secondary schools, colleges, and universities; and visits to institutions of special current and historical interest to science teachers.

The teacher may pick his travel program in his own particular field of interest — European contempor-Turn to Page 32

Among Our Neighbors

By Joseph N. Smelser Chairman AEA Editorial Board

Neighbor John Dewey says, "A renewal of faith in common human nature, in its potentialities in general, and its power in particular to respond reason and truth, is a surer bulwark against totalitarianism than a demonstration of material success or a devout worship of special legal and political forms."

Neighbor Aldous Huxley warns, "The nature of things is such that nobody in this world gets anything for nothing. Many historians, many sociologists and psychologists have written at length, and with deep concern, about the price that Western man has had to pay and will keep on paying for technological . . . Democracy can hardly be expected to flourish in societies where political and economic power is being progressively concentrated and centralized. But the progress of technology has led and is still leading to just such a concentration and centralization of power." (Can political concentration of power long be avoided in a corporate society?)

Mr. Huxley continues, "Never have so many been manipulated by so few," (with apologies to Winston Churchill.)

Uniformity and Freedom

Another neighbor, Erich Fromm, speaks, "Our contemporary Western society, in spite of its material, intellectual, and political progress, is increasingly less conducive to mental health, and tends to undermine the inner security, happiness, reason, and the capacity to love in the individual; it tends to turn him into an automaton - UNIFORMITY AND FREEDOM ARE INCOM-PATIBLE. MAN IS NOT MADE TO BE AN AUTOMATON, AND IF HE BECOMES ONE, THE BASIS FOR MENTAL HEALTH IS DESTROYED.

Again, neighbor Huxley, "Too much organization transforms men and women into automata, suffocates the creative spirit, and abolishes the very possibility of freedom." (Can it be said that the urgent search for

new organization and new method are signs of desperation?)

"Though I do not agree with a word you say, I would defend to the death your right to say it." (Voltaire)

"What is done to anyone, may be done to everyone," (John Lilbourne, 17th Century English writer who was pillioried for printing unlicensed books and banished by a committee of Parliament.)

The last two quotations were taken from a current Arizona Civil Liberties Union leaflet.

We feel inclined to let off our steam. What we say will be our own; it will not necessarily be the view of the Arizona Education Association or anyone else.

Right and Responsibility

It is our toughtful opinion that people have the full right and responsibility to organize, to defend and to preserve general and specific freedom of expression and justice. When such ardent and fearless groups cease to form and function it is an ominous sign that either a people's spirit is dying, or that professional "patriots" and others, sincere or otherwise, have taken over.

Freedom is a much tossed-about word. Sometimes people become weary of hearing wonderful symbols uttered so often but they shouldn't and won't if they understand and care for the objects themselves. Those who understand and love freedom and are aware of its delicate nature have a prime responsibility to defend it. This seems obvious.

The words "Freedom" and "Justice" come too often to the ears of the young in our schools without specific and current application, with the net result that the symbols are honored and thought to be guaranteed by some diety. We define but may not understand. It's an old story in learning. For our money, living in the reality of the objects of these symbols provides the final

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Phoenix Will Host NEA Regional Classroom Teachers Conference

The annual Southwest Regional Conference, sponsored by the Department of Classroom Teachers of the National Education Association, will take place April 20-22 at Ramada Inn in Phoenix. Miss Minnie Garff of Salt Lake City, Southwest regional director of the NEA Department of Classroom Teachers, is responsible for conference plans.

The conference will officially get under way on Thursday, April 20. School visitation will be possible starting at 10 a.m. Special clinics for local presidents and building representatives are scheduled in the afternoon followed by discussions on Critical Issues in the Profession.

The first general session will be a dinner meeting at 7 p.m. at which time Mrs. Buena Stolberg, president of the NEA Department of Classroom Teachers, will address the group on the Department's theme, "Teaching Is Our Profession."

Friday morning will be devoted to a discussion on "Teacher Competence," while the afternoon opens the door on a presentation of "Teacher Technology." Dr. Thomas Clemens from the U. S. Office of Education will be the keynoter.

Miss Taimi Lahti, assistant executive secretary of the NEA Department of Classroom Teachers, will also address the conference on the action program of the Department of Classroom Teachers on Friday evening.

During a Saturday morning business session Department issues and resolutions will be presented and discussed.

The conference will conclude Saturday with a banquet at 7 p.m. featuring a talk by Dr. Taylor Hicks of Prescott, former president of the National School Boards Association.

An invitational salary school and a workshop on "Conditions of Work for Quality Teaching" will run concurrently with the conference. The purpose of this conference is to help the classroom teacher develop his skills as an instructor and as an active leader in his professional association. Therefore the Department urges all local associations to send representatives and we invite all classroom teachers to avail themselves of the opportunity to attend.

In planning the conference program, Miss Garff was assisted by Mrs. Velda Dale of Phoenix, conference chairman, and advisory council members of the Southwest region including John Friday for Arizona.



Carson

Group Effort

By C. A. Carson, NEA Director for Arizona

Arizona is moving ahead in professional membership and we will continue to maintain our place in the forefront of the states in this respect. During the past few weeks the reasons why we join or do not ioin professional organizations has occupied our thoughts extensively. In making a decision on this we clearly state that we do or do not believe in cooperative effort to improve the welfare status of teachers, or that we do or do not believe the responsibility for improvement of American Education is in group effort through our organizations. Personally. I am disturbed when discussions of benefits, such as insurance. investment opportunities, group purchasing etc., are deemed necessary for securing members. It seems to me these factors should be considered fringe benefits. Our main and objective consideration in this question of membership is that it is the most effective way to improve the educational opportunities of American youth.

We all recognize, laymen and professional people alike, that the key to the success of our public school system is the individual teacher. We need competent, dedicated teachers but as we consider our role, can we do more for the true objective as an individual or in cooperative endeavor? In America we are committed to the ideal that through and with the public school system we make it possible for every individual pupil to develop his own particular potential. It is just as imperative that teachers be allowed to use the diversified approaches through their own unique resources. This certainly does not prevent us from joining our resources to carry on research, experimentation or observation that will improve our competence as teachers. As individuals, teachers should have the right to differ in their conceptions of teaching. However, if we are to keep pace with the times it will take the efforts of all - individually and jointly.

How better can we do this than through our professional membership at the local, state, and national levels?

Editor's Note -

Mr. Carson is completing his second term as NEA Director and does not seek the office again. His record in this office for the past six years has been outstanding at both state and national levels.

His colleagues on the AEA Executive Committee will miss his gerial personality and the inspiration of his vision and sound judgment.

Though "Charlie" is leaving the directorship we know that he will never cease his efforts to improve the teaching profession.

Southwest Regional Conference On Instruction

"Whom shall we teach and how" will stir the imagination of educators from seven Southwest states as Waurine Walker, Assistant Director of Teacher Education and Certification, Texas Education Agency, and a past president of the National Education Association addresses the first session of the Southwest Regional Conference on Instruction in Tucson. Arizona. From the opening of the conference, April 16, to the closing April 19, participants will assail the questions the profession faces in this age of transition. Focus throughout the conference will be on the "how."

Around the theme "Quality Education for All" those in attendance will deal with the promising new practices in education. A galaxy of speakers including Hollis Moore, Dean of the College of Education, University of Arizona; Gerthon Morgan, Director of Institute of Child Study, University of Maryland; Laurence D. Haskew, Dean of the College of Education, University of Texas; and Arthur F. Corey, Executive Secretary, California Teachers Association, will explore general session topics on quality teachers and administrators for quality schools, motivation, professional responsibility for curriculum and new educational projects on the national and state level.

New Approaches

New approaches to teaching in all areas including technology, the academically talented, team teaching, foreign languages, the use of human resources, reading, the multi-disciplinary approach to learning, mathmatics and school organization are among the topics to be dealt with in group meetings. Each of these groups will be led by a noted educator in the field of interest.

Another group of educators who will play a prominent part in the conference will be those NEA staff members who are working on a wide range of national projects to improve instruction in schools from kindergarten to college level.

On the lighter side, conferees will

participate in a trip to Mexico, a banquet, state breakfasts and a fiesta hour.

The president of the National Education Association, Dr. Clarice Kline, will close the session with the challenge of "A Charge to Keep."

Those in attendance will represent the states of Arizona, California, Colorado, Nevada, New Mexico, Texas and Utah. Each will have been invited on the recommendation of his state planning committees. Miss Lois V. Rogers, NEA Convention Coordinator, working with the committees from the seven Southwest states, is in charge of the conference arrangements.

SUGGESTIONS we hope prove helpful

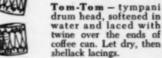
Rhythm Band Instruments

Easy how-to by Rosalyn D. Wallace in Virginia Journal of Education to establish or augment your own rhythm band



Drum—rather big, clean, empty drum (had from garage). Top is piece of old inner tube secured with baling wire.

Drum-muslin laced over ends of coffee can. Shellack muslin ends 3 times.



Tambourine—drum head held in embroidery hoops. 6 bottle caps, flattened and attached to rim by 3 tacks.

Cymbals—tops of 2 coffee cans. Hammer edges flat. Bolt on spools for handles.

Plate Shaker-2 paper plates laced together with dried corn in between.

Cup Shaker-paper cup with dried corn in it.

Cappo—bottle caps with holes punched, strung on a wire hanger. Twist wire together; caps move easily back and forth.

Bells—3 bells sewed on circlet of ribbon.

Clothespin Whackers—2 bottle caps, one flattened, one regular, tacked to clothes pin.

Toothpowder Shakerred painted toothpowder can, filled with dried corn.

Maracas—2 old light bulbs covered with thin strips of paper towel. Paste on 5 layers; allow to dry. Then break bulbs by hitting on cement. Broken glass makes rattle.

Jingle Sticks—2 dowels 12" long. 2 flattened bottle caps tacked on end of each.

Rhythm Sticks-2 dowels 12" long, painted red.

Sand Blocks—2 blocks of wood 3%x3x3.". Sandpaper thumbtacked along the thin edge.

Wood Blocks-2 blocks of wood 3%x3x%"

Picket Fence—flat board with 8 clothespins nailed on upside down. Dowel —used to play up and down "fence."

Triangles-6" nail, hung from string. 3" nail used as striker. Other triangle made of bent metal piece.





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About Our Authors

MISS MARGUERITE PASQUALE

Miss Pasquale is librarian at the Rincon High School in Tucson and a member of the Editorial Board of the Arizona Teacher.

She attended the library schools at the University of Michigan and Columbia University.

Before coming to Arizona she taught in the Department of Library Education at Wayne State University (Detroit).

She has been active in the Arizona State Library Association and has served on numerous AEA committees.

MRS. JUNE L. STOLTZ

Mrs. Stoltz has taught second grade at Ft. Huachuca for the past four years and is currently serving as president of the Ft. Huachuca Accommodation School Education Association.

She is a graduate of Fresno State College, California, and taught three years in California.

During World War II she joined the American Red Cross Clubmobile in Europe. While serving with the 12th Armored Division she received the Bronze Star for meritorious service to the armed forces. Following the war she was a Club Director with the U. S. Army Special Services in Germany for several years until her marriage there to an American soldier.

LEONARD B. HINDS

Mr. Hinds teaches Government at Washington High School and Economics at Phoenix Evening College.

He holds a B.A. from Western Reserve University, an LL.B. from Western Reserve Law School which he attended on a scholarship, and an M.A. from Arizona State University. His latest honor came in the form of a Stanford-G.E. Fellowship in Economics in 1960.

Mr. Hinds practiced law in Cleveland Ohio, and was in the building business in that city.

Library

(From Page 15)

papers, pamphlets, rebinding and supplies

 Funds for the acquisition of audio-visual materials, exclusive of equipment, should not be less than I percent of the total per pupil instructional cost (present estimate varies from \$2.00 to \$6.00 per student).

Re-evaluate Program

It is well that administrators, teachers and librarians be aware of the new 1960 standards. However, mere standards will not assure the success of a "good" school library program. Today when the educational organization, curriculum and methods are being reassessed, the library as part of the educational system needs re-evaluation. If the concepts as expressed in the new standards are firmly believed "by all citizens" and upheld by educators, then the library can assume its rightful role as an integral part of the school. And the principles for planning and developing the school library program can be fully implemented by those concerned with the education of all our youth.

Note: For those who wish to familiarize themselves in greater detail with the 1960 standards a copy of Standards for School Library Programs can be secured from the American Library Association, 50 East Huron Street, Chicago 11, Illinois, for \$2.50, with Discussion Guide, \$3.00.

ONE GUESS

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University on the March

(From Page 21)

even a different approach to the teaching of agriculture. The U. of A. excels in experimental agriculture. The agriculture taught at ASU, by contrast, must meet the needs of large-scale farm management such as is practiced so widely through the central Arizona valleys.

ASU, says Dr. Durham, also must backstop the industries developing in and around Phoenix, helping to provide both trained manpower and technical know-how. "We won't have a great economy in Phoenix without a great university to support it," he says.

New Buildings

That ASU is on its way to greatness is something that one would find hard to question after a stroll through a campus which is humming like few other campuses in America. A new Social Science Building has just been completed. Additions are being made to the Physical Sciences Building. An Education Building four stories high is under construction. The new Frank Lloyd Wright Auditorium has been approved by the regents, to be built at the point where U. S. 60-70 curves around the campus. There a new entrance to the university will be developed, and ASU people envision the auditorium becoming a kind of Taj Mahal of the West, attracting literally millions of visitors.

Several blocks away, at the opposite or northeastern

corner of the campus, there's a 12-acre piece of land alongside a railroad, which hasn't been developed yet. Nor have any plans been made for it. Gilbert Cady, ASU's vice-president for business affairs, says he's saving that tract for a science that hasn't even been discovered. Like atomic energy, he says, only the next step after atomic energy — whatever that turns out to be.

On the wall of Mr. Cady's office rests a large aerial picture of the campus. Its dominant feature is Twin Buttes to the north, where the new stadium lies. If you back off and look at the area of Twin Buttes again, you suddenly realize that it resembles a giant footprint. It doesn't take much imagination to attach a kind of symbolism to that footprint: Arizona State University, the "little normal school" once lost in the trees of Tempe, is on the march, lunging with giant strides into a future of service, honor and distinction.

Books for the Grassroots

(From Page 10)

sultant Dorothy Weiler, "everybody disappeared. But the girl who had agreed to be the librarian came out to meet me, and then pretty soon her 19-year-old brother ventured out. He wanted books on how to wire a house. The REA had just brought electricity into Short Creek. So he learned how to wire his house

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182 SECOND STREET SAN FRANCISCO S REPRESENTATIVE: JAMES DEE FILSON from our books, and after that everything was O.K. From the looks of the books after they come back, everybody in town reads them."

It is relevant, perhaps, to observe that although this program is quite clearly educational, federal control hasn't followed in the wake of federal aid. In a word, the librarians haven't been told by the government what books to buy or how many. The only conditions attached were that none of the federal money could be spent to build buildings or hire librarians for communities: In other words, the book money was mainly for buying books.

In Five Years

In the five years since it started, Arizona's Library Extension Service has grown from the little cottage on West Washington to a whole cluster of one-time store buildings across from the statehouse (all rented). Its staff has increased to 14. Its collection of books has grown from about 8,000 to 75,000.

But you don't measure the success of a thing like this in statistics. You measure it in the knowledge and pleasure brought to thousands of people, and in the wide-eyed delight of a child stepping down from a bookmobile with the first armful of books he ever carried home in his life.

One of the bookmobile drivers said it: "I don't know who's getting the most education — the people of Arizona or me."

A TEACHER'S CREED

I believe in the boys and girls — the men and women of a great tomorrow.

I believe in the curse of ignorance, in the efficiency of schools, in the dignity of teaching and in the joy of serving others.

I believe in the lessons taught not so much by precept as by example; in the ability to work with the hands as well as to think with the head; in everything that makes life large and lovely.

> I believe in beauty in the school room, in the home, in daily life in and out of doors. In laughter, in love, in faith, in all ideals and distant hopes that lure us on.

I believe that every hour of every day we receive a just reward for all we are and all we do.

> I believe in the past and in its lessons; in the present and its opportunities; in the future and its promises.

-Author Unknown.

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STATE MEETINGS 1961

March 18-19-Delta Kappa Gamma State Convention, Tucson

March 23-SNEA Convention, Flagstaff

March 25-DCT Annual Meeting

April 7-8-AEA Delegate Assembly, Phoenix

April 16-19—NEA Regional Instructional Conference, Tucson

April 20-22—Southwest Regional Conference NEA Dept. of Classroom Teachers, Ramada Inn, Phoenix

April 22—Alpha Delta Kappa State Convention, Tucson

June 20-23—Sixteenth Annual TEPS Conference, Pennsylvania State University.

August 13-16—D.K.G. So. West. Reg. Con. Westward Ho Hotel, Phoenix.

August 20-24—AEA Leaders Conference, Flagstaff

November 3-4-AEA Statewide Convention

NATIONAL MEETINGS 1961

March 17-21—National convention, American Association for Health, Physical Education and Recreation, Atlantic City

March 18-22—Annual convention, NEA Department of Elementary School Principals, Atlantic City

March 27-30—American Personnel and Guidance Association Meeting, Denver, Colorado

April 2-7-Association for Childhood Education, Omaha

April 4-8—Council for Exceptional Children annual convention, Detroit, Mich.

April 16-22-National Library Week

May 4-6-National School Boards Association, Philadelphia, Penna.

June 15-17-United Business Education Association, Albuquerque

June 25-30-Annual NEA convention, Atlantic City

July 2-14-National Training Laboratories, Bethel, Maine.

July 15-19—American Library Association, Cleveland, Ohio

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Good Food and Good Will

(From Page 9)

attention to education." Noting that the affair was attended by business, civic and government leaders, "joining with leaders of classroom teacher groups and school administrators," the Citizen said, "This cross-section of community leadership can help improve the 'climate' of education the same as trade and industrial gatherings improve the climate for business, industry and civic progress . . . Organizations such as those which sponsored this dinner gathering will be doing educators and the cause of education a service by impressive public functions such as this one was."

We of AEA are extremely grateful to all who have helped to make these dinners a success. They are the product of teamwork, good will and a truly professional attitude on the part of Arizona educators.

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Yours for the Asking ...

This is your coupon service. The materials offered in it bring to you new teaching aids, helps and ideas. Please check this column and send for the items you can use right now. No orders from children, please.

- 91. Questions on the writing, handling and cashing of checks with Sample of the New Smartchex for use in business classes. (Business Protective Association)
- 94. Folder outlines courses offered in Summer School at Guadalajara, Mexico. Accredited program of the University of Arizona. (Juan B. Rael)
- 108. Brochure describing plan for tickets for unlimited rail travel throughout 13 western European countries. Well illustrated, including a map of Europe. (Eurailpass)
- 109. Career Reports is an unusual series of motion pictures created to fill a serious visual gap in the average high school vocational guidance program. It is specifically designed to help those seniors who are not able to go to college, Vocations described by the films (Auto Mechanics, Armed Services, Construction, Electronics, etc.) are those which ordinarily do not require a college diploma as a prerequisite. Each motion picture objectively describes a specific occupation, explaining advantages and disadvantages in an up-to-date, interesting and lively format. Send for complete lists of titles, supplementary information and order blank. (Dept. of the Army)
- 115. Reprint "Presidents of the United States" and the biography of John F. Kennedy from the 1961 World Book Encyclopedia. (Field Enterprises Educational Corporation)
- 116. Bulletin Complete details covering graduate and undergraduate offerings more than 1000 courses, special workshops and institutes. (University of Minnesota Minneapolis)

- 117. 1961 Summer Sessions Bulletin Gives details of all courses offered, as well as extracurricular activities. (University of Minnesota — Duluth)
- 125. Catalog details over 400 science kits, instruments, toys, game books, records, for pre-school through high school age. Materials listed represent a wide range of science subjects, from astronomy to mathematics, from nature study to weather study. 36 pages. Illustrated. (Science Materials Center)
- 142. Teacher's manual with comprehensive yet concise procedures for teaching and testing the 100 addition fasts, the 100 subtraction facts, the 100 multiplication facts and the 90 division facts. 20 pages. (John D. Caddy)
- Literature with information about the Mason Protected Fund Raising plans for schools and school groups. (Mason Candies, Inc.)
- 22. Good Books for Children is a catalogue of supplementary books for use in the elementary grades. The books are classified as to subject and show the reading and interest levels of each book. (Benefic Press)
- 27. Graded Catalog of books for elementary and junior high schools and Classified Catalog of books for high school libraries. (J. B. Lippincott Co.)
- 36. Alphabet Seat Charts and Handwriting Record. A 4-page chart-booklet including cursive and manuscript alphabet charts and record for checking pupil's progress. (Noble & Noble)
- 65. Folders on Summer Sessions at Guadalajara, Mexico and Valencia, Spain and the itineraries of Tours of Europe for 1961. University of San Francisco Extension. (Dr. Carlos G. Sanchez)

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New challenge for able junior high students...



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Group Travel

(From Page 23)

ary problems, comparative education, music, science. All projects of this type begin with orientation sessions, make academic credit available but not required, and operate in the summer vacation.

It should go without saying that all these programs allow plenty of time for shopping and relaxation. The miracle of travel is that we can accomplish so many serious aims—professional growth, academic credit, widened horizons, and modified attitudes and prejudices—and still have fun.

Teachers with the world as their classroom, are increasing their professional stature through educational travel. Perhaps the day is coming when a teacher who spends his vacation in this way will be honored for the contribution he is making to the broadening of our students' intellectual horizons.

FOR YOUNG VOICES!

TIME FOR MUSIC and MUSIC FOR EVERYONE

With these new song texts, junior high students are encouraged to participate in music. Songs of all types, skillfully arranged for young voices, are included in each text. You will find: historical and interpretative commentaries . . . clear, uncluttered pages . . . selected, mood-setting poetry . . . piano accompaniments for every song . . . chord markings for autoharp, ukulele, and guitar . . . and parts for regular band and orchestral instruments.

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Teacher's Guide helps the teacher understand and realize the use of the song texts and the accompanying recordings.

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PRENTICE-HALL, INC., Educational Book Division, Englewood Cliffs, N. Y.

Ten Major Educational Events of 1960

One unofficial listing of the ten major educational events of 1960 included the following:

 Four Negro girls, bound for first grade, entered two New Orleans schools hitherto reserved for whites.

Schoolmen completed plans for launching the Midwest Program on Airborne Television Instruction, the nation's first mass experiment with educational television.

 Seven thousand delegates assembled in Washington for the 1960 White House Conference on Children and Youth.

 Both Houses of Congress passed a federal air to education measure.

"Project Talent" completed the first national census of aptitudes and talents among high school students.

The U. S. Office of Education allocated \$8.4 million for research to improve teaching of modern foreign languages.

7. Candidates Kennedy and Nixon

debated questions of national policy, including federal aid to education.

8. President Eisenhower proposed United Nations aid for education.

 The NEA began a two-year study to discover new directions for the instructional programs of America's elementary and secondary schools.

10. A large segment of the textbook publishing industry abandoned traditional patterns of organization to "prepare for the challenges of vastly expanded markets."

Togetherness Overdone

"Togetherness" is a fine family or group slogan — but giving the fiveto- eight year-old an overdose of it at school — or home — is doing him no favor.

So says a new book called Those First School Years," published today by the Department of Elementary School Principals, a unit of the National Education Association.

The book, which is a kind of "Dr. Spock" on the development and education of children from kindergarten through third grade, has many specific ideas for parents and teachers who want to do their best with these active, curious, eager-to-learn youngsters.

It warns against racing them through these early school years at the same breathless pace adults complain so much about. Children don't always need to be "doing something" every minute of the day. In fact, says the book, "there should be times (at school) when it is perfectly all right for a child to stand at the window and look out. There should be times when he may withdraw from the group and watch the goldfish . . . when he can explore and investigate on his own."

If children are NOT given this freedom — if they are pressured into joining the group or told constantly to "pay attention" — parents and teachers may actually stifle the very "essence of inquiry" which should be developed both at school and at home.

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Neighbors

understanding of and respect for them. There is no substitute.

Fear is a consuming thing: fear of losing friends; fear of unsavory publicity; fear of losing the bread-ticket by being fired and discredited; fear to express ourselves; a general fear that we have to be very careful day after day, not because of conscience but because the "man upstairs won't like it." It is a shocking thought that the wisest and most courageous and loyal of men live the most perilous lives in perilous times. That this is true, and has been for a long time, is no justification for it now or ever.

Fear of Ideas

We believe that totalitarian doctrines under various names do present a danger in and outside our country, whether we call ourselves a democracy or a republic or something else. Language lends itself to obfuscation; fear plays upon our minds, structures our beliefs and motivates our behavior. Hostility to ideas may mean the fear of ideas — and may be an important problem in education today.

In uncertain times when a society becomes a hunting ground for apprehending the disloyal (those who are said to give aid and comfort to our enemies), and when fear dilutes reason, then we can truly say that "logic" is being applied — the logic of "guilt by association," the "either-or" method and the "excluded middle" trick. These are the schema of the hunt.

As a second era of McCarthyism seems to be squirming in the shell, our problem becomes one of wisdom and temperance. No one questions the responsibility of apprehending and containing individuals and groups in the country which act to undermine the traditions of freedom and justice and the will of the majority. But to go out hunting to defeat the ends of freedom and justice, as Hitler did, is the greatest subversion of all.

Justification for Education

Education should be concerned about defense. But if the fear-frozen advocates of total cold wars have their way, the *major* reasons for education will have had their day. We believe the major justification for



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education is the achievement of a just and happy life.

We in the school business - instructors, department chairmen, supervisors, other administrators, and school board members - should take a hard look at the direction we are going. Somehow the philosophy of education in every school should become more dedicated to creative freedom. This is not soft-headed idealism. We believe the following kinds of behavior are not conducive to creative freedom:

1. The refusal to use books be-

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cause one person or group objects to some things in them.

- 2. Placing efficiency above human relations and money above educa-
- 3. The attempt to solve problems through authority.
- 4. Holding the top man responsible for things for which we are all responsible.
- 5. The dictatorial methods of some department chairmen - such as one-man made department tests, one-man selection of supplementary reading materials or one-man regulations of any kind. A little power is a dangerous thing.
- 6. And we have the instructor, too. Freedom of expression in the classroom is often a troublesome thing. and we are inclined to believe that some teachers curb it for that reason. We find that many of our students feel that if they express a "wrong" opinion in class it will be held against them. The classroom, as Dewey put it, should be a little workshop of democracy where selfexpression breeds interest and learning.
- 7. Rating systems tied to salary. We know of no enterprise that is more likely to create fear and benumb the creative spirit of teachers.
- 8. And finally, we have the matter of segregating students on the basis of ability. We believe it does more harm than good to all. The primary aim of education isn't to win the Cold War.

TOUR ALASKA

Enjoy a luxurious 18 day trip through parks, Canadian Rockies and southwestern Alaska with congenial group of men and women; and responsible guide. Leave Seattle, Wash. June 8 or June 17. For information and reservations write Miss Cora Giaze, former teacher in Alaska, Box 812, Wellton, Arizona. Tel. ST 5-4655.

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University of Arizona will offer in cooperation with professors from Stanford University and Guadalajara, in Mexico, July 3-Aug. 11, art, folklore, geography, history, language and literature courses. Tuition, board and room, \$245. Write Prof. J. B. Rael, Box 7227, Stanford, Calif.

EUROPE

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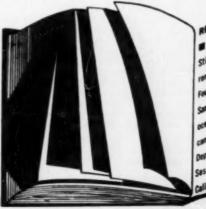
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Clippings,

Quips and Quotes

from

The Editor's Desk

Recommendations Now Available

The 1960 White House Conference on Children and Youth has released its recommendations. The 85-page document contains 670 suggestions for the improvement of child life in the U. S. Get your copy of "Recommendations" from the Superintendent of Documents, Washington 25, D.C. Price: 35c.

Meaning in Material

Research people are finding now that it's possible to raise one's I.Q. with education of the right sort. This runs counter to the popular belief that a person's intellectual capacity, inherited at birth, can be changed very little by environment and experience. The broadening of perceptual knowledge (it's found) takes place when a student finds important personal meaning in the material to be learned. Should be good news for teachers!

Short Shots

Strive always to be like a good watch open face, busy hands, pure gold, well regulated, full of good works.

Some people are no good at counting calories, and they have the figures to prove it.

The male half of a particularly happy couple claims that the wife who always cooks her husband's favorite dishes will always be his favorite dish.

Nothing is ever lost by politeness - except your seat on a bus.

Subjek: Ants

Asked to write an essay, one little girl submitted the following:

"My subjek is 'Ants.' Ants is two kinds, insects and lady uncles. Sometimes they live in holes and sometimes they crawl into the sugar bole, and sometimes they live with their married sisters.

"That is all I know about ants."

His Turn

A woman waiting at the door ready to go to the store had her arms full of coats and four little children at her side.

Her husband, coming down the stairs, asked why she was standing there. She replied, handing him the coats, "This time you put the children's coats on and I'll go honk the horn."

Not So Crazy

An attendant in a mental home was making his evening rounds when he came upon one of the patients industriously fishing in a wash basin with rod and line.

Wishing to humor the man, the attendant asked him if he had caught anything.

"What," said the patient. "In a wash basin? Are you crazy?"

Time Saved

"Mother, let me go to the zoo to see the monkeys," George wheedled his mother.

"Why, George," his mother scolded, "What an idea! Imagine wanting to see the monkeys when your Aunt Bertha is here."

The Meaning of Education

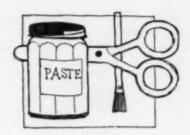
An educated man is not one whose memory is trained to carry a few dates in history — he is one who can accomplish things. A man who cannot think is not an educated man, however many college degrees he may have acquired. Thinking is the hardest work anyone can do — which is probably the reason why we have so few thinkers. There are two extremes to be avoided: one is the attitude of contempt toward education, the other is the tragic snobbery of assuming that marching through an educational system is a sure cure for ignorance and mediocrity.

You cannot learn in any school what the world is going to do next year, but you can learn some of the things which the world has tried to do in former years, and where it failed and where it succeeded. If education consisted in warning the young student away from some of the false theories on which men have tried to build, so that he may be saved the loss of time in finding out by bitter experience, its good would be unquestioned.

-Henry Ford

Look Alikes

"I want my hair cut like daddy's," the little boy said as he climbed into the barber chair, "with a hole in the top."



"Year-Round School" Studied

Some variation of the year-round school offers a "promising hope" for better education but before any community undertakes such a project there should be a broadly based study of just what is intended to be accomplished and how much it would cost to put the program into effect.

These are some of the conclusions reached by the American Association of School Administrators, (AASA) in a new study published as a booklet under the title "Year-Round School."

Copies of the booklet may be ordered from AASA, 1201 Sixteenth St., N.W., Washington 6, D. C., at \$1 each.

We Moderns

The boy whose Dad used to drop him off at school and then drive on to work now has a son who drops him off at work and then drives on to school.

Thoughts

If you want to leave your footprints on the sands of time, you'd better wear your workshoes.

Remember, when you point your finger accusingly at someone else, you have three fingers pointing at yourself.

Great minds talk about ideas. Ordinary minds talk about events. Simple minds talk about other people.

You can't stop people from thinkingbut you can start them.

We Need to Learn

The value of time.

The success of perseverance.

The pleasure of working.

The dignity of simplicity.

The worth of character.

The power of kindness. The influence of example.

The obligation of duty.

The wisdom of economy.

The virtue of patience.

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